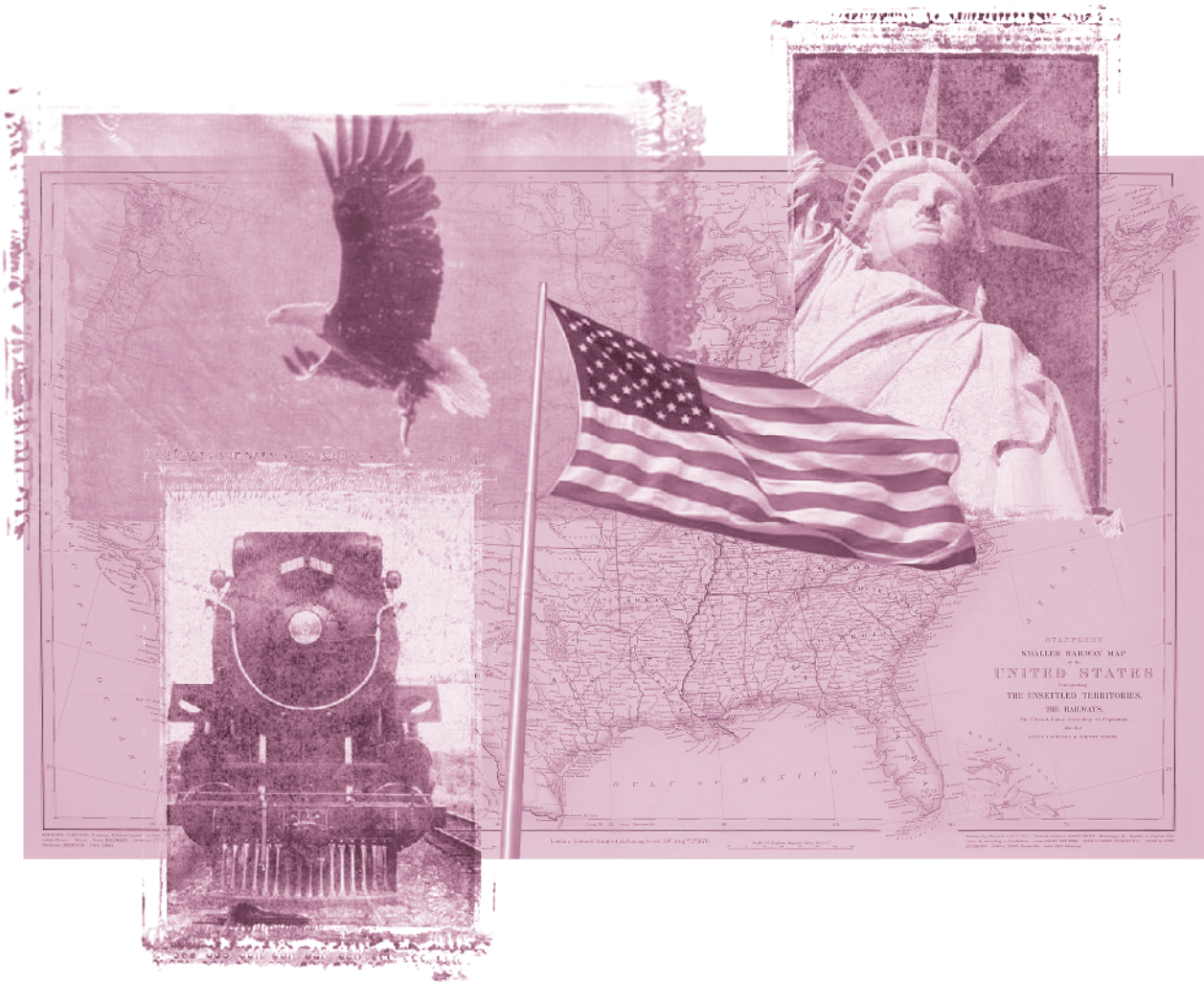


Preparing for the

TENNESSEE

End of Course Assessment



United States History



Published under contract with State of Tennessee Department of Education by Pearson Educational Measurement, a business unit of NCS Pearson, Inc., 2510 North Dodge Street, Iowa City, Iowa, 52245. Copyright © 2007 by State of Tennessee Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of State of Tennessee Department of Education.

Contents

Introduction	4
Items by Reporting Category	6
Reporting Category: Era 6: Industrial Development of the United States (1870–1900)	6
Reporting Category: Era 7: Emergence of Modern America (1890–1930)	10
Reporting Category: Era 8: The Great Depression and World War II (1929–1945)	15
Reporting Category: Era 9: Post World War II Era (1945–1970s)	20
Reporting Category: Era 10: The Contemporary United States (1968–present)	25
Answer Key with Reporting Category and Performance Indicator	29

Preparing for the End of Course Assessment Program U.S. History

Introduction

What is this test?

The *Tennessee End of Course Assessment Program* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. The sample questions in this pamphlet are representative of the item types and item formats that will be used in the actual test.

What are the questions testing?

The questions assess the content standards covered by each course as described in the performance indicators developed by the Tennessee State Department of Education and listed on their Web site.

Who will be tested?

All students taking U.S. History will be tested. Tests may be given midyear for block schedules or at the end of the year.

How many questions are there?

Each test contains 60 multiple-choice questions.

How long will the tests take?

Students will have ample time to read and answer each of the questions. They will be given 75 minutes to complete each test.

How will the tests be scored?

The answers to the multiple-choice questions will be scored by machine. The test results provide information about how well students understand the course content.

How do I use these sample questions?

The questions in the pamphlet are, for the most part, representative samples of the types of questions that will be on the U.S. History test. The questions are presented in a format similar to that which will be used in the actual test. Reporting Categories and Performance Indicators have been provided for the questions in this pamphlet only.

These Reporting Categories group the U.S. History Performance Indicators together. When students receive their reports from the test, these Reporting Categories will be used to report scores on student performance. The questions in the actual test will not have this identifying information.

These questions can be used for a classroom learning session or as an individual, short practice test to prepare students for the actual test. Various item formats have been selected in order to familiarize students with the actual test format.

The items in this Preparation Brochure will **not** be found on the End of Course tests. The number of items in this Preparation Brochure does not reflect the emphasis of content on the test.

An answer key for the sample questions is provided at the end of this pamphlet.

What tips are there for taking the test?

RELAX: It is normal to be somewhat nervous before the test. Remember that the score is only one of a number of measures of your performance.

LISTEN: Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them. Follow the directions.

PLAN YOUR TIME: Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

First answer all the questions you are sure about.

THINK: If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Reporting Category:
Numbers 1 through 7

Era 6: Industrial Development of the United States (1870–1900)

Performance Indicator: Identify how the effects of 19th century warfare promoted the growth of industrialism (i.e., railroads, iron vs. steel industry, textiles, coal, rubber, processed foods).

1 The expansion of the railroad and steel industries during the Civil War is most related to the increase in

- A** textile manufacturing
- B** coal mining
- C** shipbuilding
- D** oil refining

EH010155

Performance Indicator: Identify major urban areas of the United States on a map (i.e., Northeast, upper Midwest, Atlantic Coast, California).

Eastern United States, 1890



2 During the late 19th century, which stretch of railroad shown on the map above served the largest number of major urban areas?

- F** railroad 1
- G** railroad 2
- H** railroad 3
- J** railroad 4

EH010031

Performance Indicator: Identify patterns of immigration and the causal factors that led to immigration to the United States of America (i.e., crop famines, California gold rush, and European social and political unrest, religious freedom).

3 During the late 19th century, what was the main reason that new immigrants from Southern and Eastern Europe came to the United States?

- A** They fled a series of floods and earthquakes which had destroyed their farms.
- B** They were forced from their homes by the outbreak of several major wars.
- C** They wanted the freedom to practice religions other than Christianity.
- D** They hoped to find jobs and other economic opportunities.

EH010144

Performance Indicator: Recognize technological and industrial advancements to the era (i.e., advancements in mining, farming, or ranching).

4 The invention of barbed wire helped settle the Great Plains by

- F** protecting crops from open-range cattle
- G** allowing passage of herds on cattle drives
- H** limiting the hunting lands of Native Americans
- J** providing security for the Transcontinental Railroad

EH020200

Performance Indicator: Match innovators to their industrial and technological contributions (i.e., Vanderbilt, Westinghouse, Carnegie, Pullman, Hershey, Dupont, Bell, Edison, Rockefeller, Swift, and Armour).

5 Which person is associated with the development of the meat-packing industry?

- A** Gustavus Swift
- B** Milton Hershey
- C** Thomas Edison
- D** Cornelius Vanderbilt

EH010148

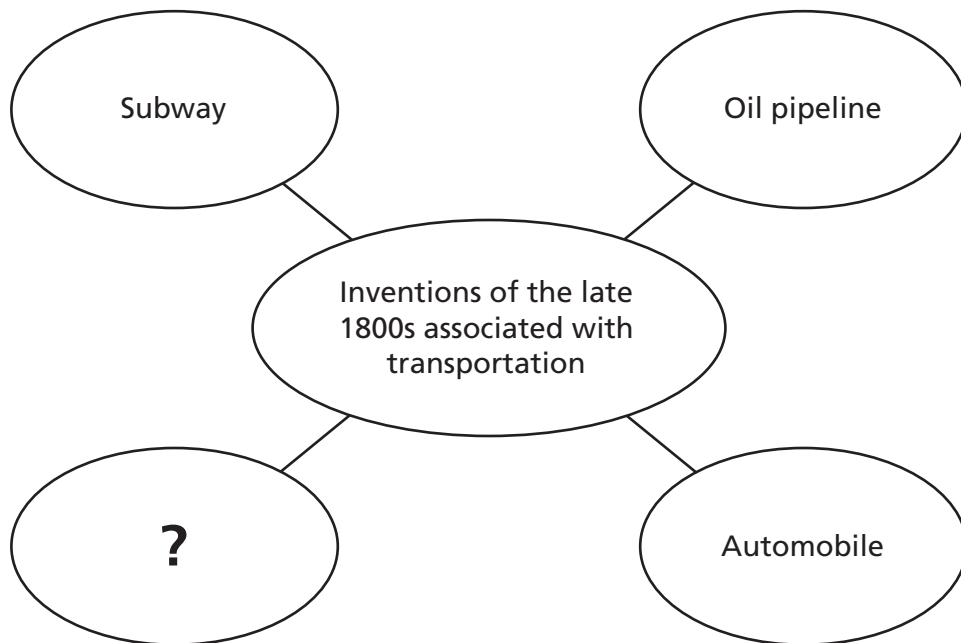
Performance Indicator: Recognize the economic disparity among farmers, wage earners, immigrants, or racial groups when compared to industrial capitalists.

6 Which of the following issues most contributed to social unrest and economic problems during the Gilded Age?

- F** the failure to employ immigrant workers in industrial jobs
- G** the lack of tariffs to protect domestic industries against European imports
- H** the inability of the United States to industrialize rapidly after the Civil War
- J** the growing income gap between industrial leaders and their workers

EH010026

Performance Indicator: Assess the effect of late 19th century technological innovation on the daily lives of American people (i.e., electricity, indoor plumbing, communication, transportation).



7 Which of these inventions best completes the diagram above?

- A** Canal
- B** Locomotive
- C** Steamboat
- D** Steel bridge

EH000002

Reporting Category:
Numbers 8 through 15

Era 7: Emergence of Modern America (1890–1930)

Performance Indicator: Identify causes of American imperialism (i.e., raw materials, nationalism, missionaries, militarism, Monroe Doctrine).



EH085

8 What is one cause for the competition for foreign territory, as illustrated in the political cartoon above?

- F** desire to end global wars
- G** desire to secure immigrant labor
- H** need for raw materials
- J** need for new sources of technology

EH010077.085

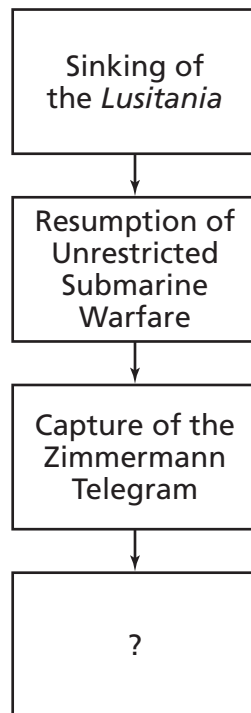
Performance Indicator: Identify consequences of American imperialism (i.e., Spanish American War, expanding trade, extractive economies, Panama Canal, the idea of a superior Anglo-Saxon culture, yellow journalism, military occupation).

9 Which issue illustrated the need for the United States to build the Panama Canal?

- A** the inability of the United States to complete the transcontinental railroad quickly
- B** the need for U.S. ships to travel quickly between oceans during the Spanish-American War
- C** the inability of the United States to find a route to the Pacific around South America
- D** the need to improve U.S. relations with newly-formed democracies in Latin America

EH010143

Performance Indicator: Identify the causes of American involvement in World War I (i.e., security concerns, economic benefits, Wilsonian diplomacy, propaganda).



10 Which statement best completes the flowchart above?

- F** Germany Declares War on Britain
- G** Russia Enters the War against Germany
- H** United States Declares War on Germany
- J** France Declares War on Germany

EH010114

Performance Indicator: Recognize the new trends, ideas, and innovations of the 1920s popular culture (i.e., radio, automobile, phonograph, Prohibition, birth control, organized crime, sports).

11 During the 1920s, *speakeasies* and *bootlegging* were terms most associated with

- A** progressivism
- B** Vaudeville
- C** women's suffrage
- D** Prohibition

EH010089

Performance Indicator: Recognize the role of Tennessee in the women's suffrage movement (i.e., "the perfect 36," Anne Dallas Dudley, Harry Burn, Governor Albert Roberts).

12 During the special session of the Tennessee legislature to consider ratification of the Nineteenth Amendment, Harry Burn surprised the legislature when he

- F** refused to cast a vote for the amendment
- G** tabled the issue of ratification
- H** rewrote the draft for the amendment
- J** voted for ratification

EH020031

Performance Indicator: Read and interpret a primary source document reflecting the social dynamics of the 1920s (e.g., Harlem Renaissance, Lost Generation, Ida Turnball, Upton Sinclair, Gifford Pinchot, Theodore Roosevelt).

The men would tie up their feet in newspapers and old sacks, and these would be soaked in blood and frozen, and then soaked again, and so on, until by nighttime a man would be walking on great lumps the size of the feet of an elephant.

— *The Jungle*

13 This excerpt describes early 20th-century conditions in the

- A** oil fields
- B** dairy farms
- C** railroad yards
- D** meatpacking plants

EH020285

Performance Indicator: Compare and contrast the philosophies of Du Bois, Washington, and Garvey.

14 Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey all believed that African Americans should

- F** form a separate nation
- G** accept segregated schools
- H** embrace socialist policies
- J** strive for equal rights

EH020223

Performance Indicator: Analyze the American isolationist position versus interventionist arguments.

**Arguments Against U.S. Membership
in the League of Nations**

- It would involve the country in foreign wars.
- The country would lose its sovereignty.
- It would cost money that would be better spent on domestic needs.

15 During the early 20th century, what term was used to describe people who supported the above views?

- A** isolationists
- B** interventionists
- C** muckrakers
- D** populists

EH010206

Reporting Category: Era 8: The Great Depression and World War II (1929–1945)
Numbers 16 through 23

Performance Indicator: Identify the causes of World War II (i.e., Treaty of Versailles, fascism, failure of the League of Nations, Japanese imperialism, economic worldwide difficulties).

1931 — Japanese army seizes Manchuria

1937 — Japan invades China

- U.S. businesses start to boycott Japanese goods
- Japanese soldiers commit atrocities in occupied lands

1940 — Japan, Germany and Italy form the Axis

- Japan seizes control of Indochina
- U.S. stops exports of scrap metal, oil and aviation fuel to Japan

1941 — U.S. demands Japanese withdrawal from China and Indochina

16 Based on the chart, one direct cause of World War II was

- F** Japanese prosperity
- G** U.S. imperialism
- H** Japanese aggression
- J** U.S. industrialism

EH020007

Performance Indicator: Recognize the negative patterns of an economic cycle (i.e., increase of unemployment, decrease of price level, excess inventory, decrease of production, repossession, increase of business failure, and bankruptcy).

17 Which of these trends was a result of the stock market crash of 1929?

- A** increasing crop prices
- B** decreasing unemployment rates
- C** a decreasing number of bankruptcies
- D** an increasing number of business failures

EH010107

Performance Indicator: Recognize the definitions of totalitarianism, fascism, communism, nationalism, and anti-Semitism.

All within the state, nothing outside the state, nothing against the state.

—Benito Mussolini

18 Benito Mussolini made this statement to define which form of government?

- F** democracy
- G** communism
- H** monarchy
- J** fascism

EH020121

Performance Indicator: Identify the changes in social and cultural life caused by the Great Depression and the Dust Bowl (i.e., Hoovervilles, Bonus Army, migrations, worldwide economic depression, Democrat victory in 1932, widespread poverty, unemployment, religious revivalism).



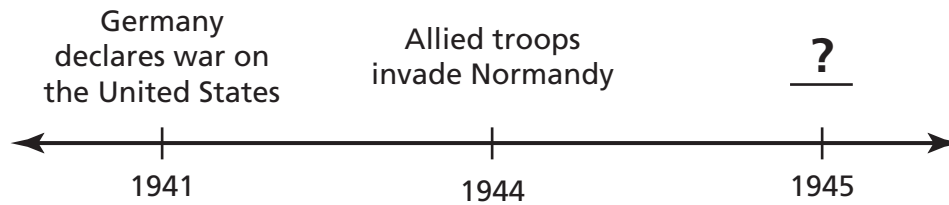
Courtesy of Library of Congress #LC-USF34-004976-E

19 During the Great Depression, settlements like this one were called

- A** tenement houses
- B** soup kitchens
- C** Hoovervilles
- D** Levittowns

EH020224

Performance Indicator: Interpret a timeline of major events from World War II.



20 Which event completes this timeline?

- F** Poland is invaded
- G** Germany surrenders
- H** Japan attacks Pearl Harbor
- J** Germany invades the Soviet Union

EH020155

Performance Indicator: Identify New Deal Programs/Initiatives (i.e., Social Security, WPA, TVA, Indian Reorganization Act, FDIC, CCC, Wagner/Fair Labor Standards' Act).

21 The Social Security Act was primarily designed to provide assistance to

- A** people who were employed in unregulated industries
- B** Americans who had lost their farms to bankruptcy
- C** Americans who had lost money in the stock market
- D** people who were unemployed or without pensions

EH010277

Performance Indicator: Using a map, recognize World War II alliances.

Europe Before World War II



22 The darker shaded nations on the map formed which group during World War II?

- F** Allied Powers
- G** Axis Powers
- H** Warsaw Pact
- J** League of Nations

EH020082

Performance Indicator: Evaluate the impact of the Manhattan Project (i.e., the creation of Oak Ridge, Tennessee, nuclear proliferation, espionage, ethical debate, medical experimentation, Nagasaki, Hiroshima).

23 During World War II, scientists at the Oak Ridge National Laboratory in Tennessee contributed to the

- A** invention of jet aircraft
- B** development of atomic weapons
- C** breaking of the enemy's secret codes
- D** discovery of new medical advances

EH010213

Reporting Category:
Numbers 24 through 31

Era 9: Post World War II Era (1945–1970s)

Performance Indicator: Distinguish social inequities in America in the post World War II era (i.e., racial segregation, generation conflict, gender equity, ethnic identification).

24 The emergence of the post-World War II beatniks and other counterculture groups was a response to

- F** gender inequity
- G** racial segregation
- H** environmental pollution
- J** generational conflict

EH010184

Performance Indicator: Locate and label countries, using a map, dominated or threatened by Communism.

Europe, 1968



25 Which country on the map above was the site of a revolution in 1968 against its Communist government?

- A** country A
- B** country B
- C** country C
- D** country D

EH010280

Performance Indicator: Identify areas associated with American containment policies (i.e., Korea, Vietnam, Cuba, East and West Germany).

26 During the 1960s, where did the United States use military forces in an attempt to stop the spread of Communism?

- F** Eastern Europe
- G** Southeast Asia
- H** North America
- J** West Africa

EH020016

Performance Indicator: Determine the effects of the Supreme Court's decisions on Civil Rights (i.e., *Plessy v. Ferguson*, *Brown v. Board*, *Miranda v. Arizona*, *Gideon v. Wainwright*).

27 The *Brown v. Board of Education* decision ended the practice of

- A** discrimination in loan processing
- B** segregation in public schools
- C** affirmative action in universities
- D** restrictions on voter registration

EH020094

Performance Indicator: Match leading figures of the Civil Rights era with their respective groups and goals (i.e., Strom Thurmond, Bull Conner, George Wallace, Diane Nash, Betty Friedan, Martin Luther King, Jr., Malcolm X, Stokely Carmichael, Albert Gore, Sr.).

28 Which statement describes Strom Thurmond's actions during the Civil Rights movement of the 1950s and 1960s?

- F** He voted against the passage of Civil Rights legislation.
- G** He led marches in southern states protesting racial segregation.
- H** He wrote about the Civil Rights movement for national newspapers.
- J** He represented Civil Rights activists who were arrested during demonstrations.

EH000232

Performance Indicator: Read and interpret Cold War documents (e.g., Truman’s announcement of the dropping of atomic bombs, the contrast between Eisenhower’s and Kennedy’s speeches at Kennedy’s inaugural, Goldwater’s 1964 party nomination acceptance speech, Johnson’s Gulf of Tonkin declaration).

Now, failures cement the wall of shame in Berlin. Failures blot the sand of shame at the Bay of Pigs. Failures mark the slow death of freedom in Laos. Failures infest the jungles of Vietnam. And failures haunt the houses of our once great alliances and undermine the greatest bulwark ever erected by free nations—the NATO community.

Barry Goldwater, 1964

29 In the quotation above, Barry Goldwater is stating that the United States has failed to

- A** support racial desegregation
- B** end human suffering in developing nations
- C** prevent the spread of Communism
- D** promote the growth of a global economy

EH010266

Performance Indicator: Identify the changes in the music industry brought about by Tennessee’s influence (i.e., Grand Ole Opry, WSM, Nashville music publishing, Memphis Sun Studio, Elvis Presley).

30 The *Grand Ole Opry* influenced the popularity of country music across the United States in the mid-1900s primarily through

- F** radio programming
- G** book signings
- H** satellite television
- J** computer Web sites

EH020102

Performance Indicator: Evaluate socio-economic impact of the post World War II Baby Boomer generation (i.e., media, entertainment, sports, suburbia, education, and counterculture).

- Attended huge musical concerts like Woodstock
- Included counterculture groups like Hippies
- Protested against the war in Vietnam

31 Which generation is associated with this list?

- A** World War I
- B** Jazz Age
- C** Baby Boomer
- D** World War II

EH020141

Reporting Category: Era 10: The Contemporary United States (1968–present)
Numbers 32 through 39

Performance Indicator: Match innovators or entrepreneurs in the “new economy.”

32 Bill Gates contributed to the “new economy” by developing

- F** software programs
- G** textile manufacturing
- H** automobile production
- J** satellite systems

EH020162

33 Business mogul Donald Trump earned his initial fortune as a

- A** magazine publisher
- B** real estate investor
- C** personal computer manufacturer
- D** professional sports team owner

EH010237

Performance Indicator: Recognize the roles of the key figures of Watergate (i.e., administration, investigators, media).

34 The role of the Supreme Court in the Watergate scandal was to

- F** require President Nixon to give the White House tapes to the special prosecutor
- G** investigate the connection between President Nixon and the burglary
- H** appoint the special prosecutors who investigated President Nixon’s administration
- J** conduct trials for high-ranking members of President Nixon’s administration

EH020147

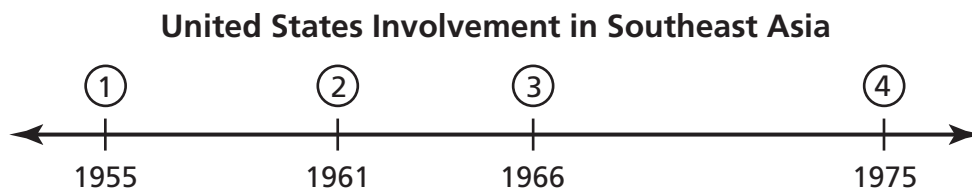
- Samuel Ervin
- Howard Baker
- Barbara Jordan

35 Which phrase best describes the people in this list?

- A** legislators who investigated Watergate
- B** administration members who were involved in Watergate
- C** lawyers appointed to conceal the Watergate scandal
- D** news reporters covering the Watergate scandal

EH020146

Performance Indicator: Use a timeline to identify America's interest and participation in Southeast Asia since World War II.



EH201

36 Which number on the timeline represents the United States' withdrawal of troops from Saigon?

- F** 1
- G** 2
- H** 3
- J** 4

EH020246.201

37 Which number on the timeline indicates the period of the greatest U.S. troop buildup in Vietnam?

- A** 1
- B** 2
- C** 3
- D** 4

EH020247.201

Performance Indicator: Compare and contrast the Reagan and George H. Bush administrations with the Clinton administrations and the nature of their respective political opposition (i.e., economic, domestic, budgets, foreign policy, ethics, and generational values).

President Ronald Reagan	President George H. W. Bush	President Bill Clinton
Sent troops to Lebanon	Invaded Panama	Sent troops to Bosnia
Invaded Grenada	Sent troops to Somalia	Attacked Serbia to protect Kosovo

38 These examples support the conclusion that all three presidents

- F** were determined to encourage industry in foreign countries
- G** followed international treaties when making foreign policy decisions
- H** used the military to achieve their foreign policy goals
- J** took action to prevent Communist takeovers of foreign countries

EH020151

Sample Budget Deficits (–) and Surpluses (+) in Billions of Dollars

Reagan 1987	–149.7	Bush 1991	–269.2	Clinton 1999	+125.6
Reagan 1988	–155.2	Bush 1992	–290.3	Clinton 2000	+236.2

Congressional Budget Office

39 Which statement is supported by the information in this table?

- A** Reagan’s and Clinton’s administrations were supported by the majority of citizens.
- B** Reagan and Bush raised taxes, while Clinton cut taxes.
- C** Reagan and Bush added to the national debt, while Clinton reduced it.
- D** Reagan’s and Clinton’s economic policies created economic growth.

EH020152

Answer Key

Reporting Category:		Era 6: Industrial Development of the United States (1870–1900)
Item Number	Correct Answer	Performance Indicator
1	B	6.2.1 Identify how the effects of 19th century warfare promoted the growth of industrialism (i.e., railroads, iron vs. steel industry, textiles, coal, rubber, processed foods).
2	J	6.4.1 Identify major urban areas of the United States on a map (i.e., Northeast, upper Midwest, Atlantic Coast, California).
3	D	6.5.1 Identify patterns of immigration and the causal factors that led to immigration to the United States of America (i.e., crop famines, California gold rush, and European social and political unrest, religious freedom).
4	F	6.8.2 Recognize technological and industrial advancements to the era (i.e., advancements in mining, farming, or ranching).
5	A	6.9.2 Match innovators to their industrial and technological contributions (i.e., Vanderbilt, Westinghouse, Carnegie, Pullman, Hershey, Dupont, Bell, Edison, Rockefeller, Swift, and Armour).
6	J	6.10.2 Recognize the economic disparity among farmers, wage earners, immigrants, or racial groups when compared to industrial capitalists.
7	D	6.13.3 Assess the effect of late 19th century technological innovation on the daily lives of American people (i.e., electricity, indoor plumbing, communication, transportation).

Answer Key

Reporting Category:		Era 7: Emergence of Modern America (1890–1930)
Item Number	Correct Answer	Performance Indicator
8	H	7.1.1 Identify causes of American imperialism (i.e., raw materials, nationalism, missionaries, militarism, Monroe Doctrine).
9	B	7.2.1 Identify consequences of American imperialism (i.e., Spanish American War, expanding trade, extractive economies, Panama Canal, the idea of a superior Anglo-Saxon culture, yellow journalism, military occupation).
10	H	7.4.2 Identify the causes of American involvement in World War I (i.e., security concerns, economic benefits, Wilsonian diplomacy, propaganda).
11	D	7.5.2 Recognize the new trends, ideas, and innovations of the 1920s popular culture (i.e., radio, automobile, phonograph, Prohibition, birth control, organized crime, sports).
12	J	7.6.2 Recognize the role of Tennessee in the women’s suffrage movement (i.e., “the perfect 36,” Anne Dallas Dudley, Harry Burn, Governor Albert Roberts).
13	D	7.8.2 Read and interpret a primary source document reflecting the social dynamics of the 1920s (e.g., Harlem Renaissance, Lost Generation, Ida Turnball, Upton Sinclair, Gifford Pinchot, Theodore Roosevelt).
14	J	7.9.3 Compare and contrast the philosophies of Du Bois, Washington, and Garvey.
15	A	7.10.3 Analyze the American isolationist position versus interventionist arguments.

Answer Key

Reporting Category:		Era 8: The Great Depression and World War II (1929–1945)
Item Number	Correct Answer	Performance Indicator
16	H	8.1.1 Identify the causes of World War II (i.e., Treaty of Versailles, fascism, failure of the League of Nations, Japanese imperialism, economic worldwide difficulties).
17	D	8.2.1 Recognize the negative patterns of an economic cycle (i.e., increase of unemployment, decrease of price level, excess inventory, decrease of production, repossession, increase of business failure, and bankruptcy).
18	J	8.3.1 Recognize the definitions of totalitarianism, fascism, communism, nationalism, and anti-Semitism.
19	C	8.4.1 Identify the changes in social and cultural life caused by the Great Depression and the Dust Bowl (i.e., Hoovervilles, Bonus Army, migrations, worldwide economic depression, Democrat victory in 1932, widespread poverty, unemployment, religious revivalism).
20	G	8.5.2 Interpret a timeline of major events from World War II.
21	D	8.6.2 Identify New Deal Programs/Initiatives (i.e., Social Security, WPA, TVA, Indian Reorganization Act, FDIC, CCC, Wagner/Fair Labor Standards' Act).
22	G	8.7.2 Using a map, recognize World War II alliances.
23	B	8.10.3 Evaluate the impact of the Manhattan Project (i.e., the creation of Oak Ridge, Tennessee, nuclear proliferation, espionage, ethical debate, medical experimentation, Nagasaki, Hiroshima).

Answer Key

Reporting Category:		Era 9: Post World War II Era (1945–1970s)
Item Number	Correct Answer	Performance Indicator
24	J	9.2.1 Distinguish social inequities in America in the post World War II era (i.e., racial segregation, generation conflict, gender equity, ethnic identification).
25	C	9.3.1 Locate and label countries, using a map, dominated or threatened by Communism.
26	G	9.5.2 Identify areas associated with American containment policies (i.e., Korea, Vietnam, Cuba, East and West Germany).
27	B	9.7.2 Determine the effects of the Supreme Court's decisions on Civil Rights (i.e., <i>Plessy v. Ferguson</i> , <i>Brown v. Board</i> , <i>Miranda v. Arizona</i> , <i>Gideon v. Wainwright</i>).
28	F	9.10.2 Match leading figures of the Civil Rights era with their respective groups and goals (i.e., Strom Thurmond, Bull Conner, George Wallace, Diane Nash, Betty Friedan, Martin Luther King, Jr., Malcolm X, Stokely Carmichael, Albert Gore, Sr.).
29	C	9.11.2 Read and interpret Cold War documents (e.g., Truman's announcement of the dropping of atomic bombs, the contrast between Eisenhower's and Kennedy's speeches at Kennedy's inaugural, Goldwater's 1964 party nomination acceptance speech, Johnson's Gulf of Tonkin declaration).
30	F	9.12.2 Identify the changes in the music industry brought about by Tennessee's influence (i.e., Grand Ole Opry, WSM, Nashville music publishing, Memphis Sun Studio, Elvis Presley).
31	C	9.13.3 Evaluate socio-economic impact of the post World War II Baby Boomer generation (i.e., media, entertainment, sports, suburbia, education, and counterculture).

Answer Key

Reporting Category:		Era 10: The Contemporary United States (1968–present)
Item Number	Correct Answer	Performance Indicator
32	F	10.1.1 Match innovators or entrepreneurs in the “new economy.”
33	B	10.1.1 Match innovators or entrepreneurs in the “new economy.”
34	F	10.2.2 Recognize the roles of the key figures of Watergate (i.e., administration, investigators, media).
35	A	10.2.2 Recognize the roles of the key figures of Watergate (i.e., administration, investigators, media).
36	J	10.3.2 Use a timeline to identify America’s interest and participation in Southeast Asia since World War II.
37	C	10.3.2 Use a timeline to identify America’s interest and participation in Southeast Asia since World War II.
38	H	10.4.3 Compare and contrast the Reagan and George H. Bush administrations with the Clinton administrations and the nature of their respective political opposition (i.e., economic, domestic, budgets, foreign policy, ethics, and generational values).
39	C	10.4.3 Compare and contrast the Reagan and George H. Bush administrations with the Clinton administrations and the nature of their respective political opposition (i.e., economic, domestic, budgets, foreign policy, ethics, and generational values).

